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instance the history of the subject as a specific body of material is outlined, its present educational status is defined, and the various methods of teaching it now in vogue are described.

The student of administration will find the article on "Grading and Promotion" a real contribution as well as a useful summary. Those interested in the psychological phase will find the articles on "Habit," "Heredity," "Instinct," "Imitation," etc., of much value. Professor Dewey's discussion of various topics in the philosophy and psychology of education are especially welcome and useful; among these may be mentioned "Idealism and Realism," "Idea and Ideation," "Judgment," "Infancy," "Knowledge," "Interest," "Induction and Deduction."

This volume, as the preceding ones, contains a series of short articles dealing with methods of teaching in both its general and specific phases. As illustrative of the latter one many mention the one on the "Grube Method."

Education and the delinquent child is well treated in such articles as "Juvenile Delinquency" and "The Junior Republic." The Kindergarten in both its historical and current aspects and tendencies is fully and suggestively presented. Professor Burnham contributes in this connection a much-needed discussion of "The Hygiene of the Kindergarten," as well as other useful articles on various phases of hygiene in different parts of the volume. We should not omit to mention the article on "Industrial Education" and the one by Boas on "Growth," as having special interest and value in their respective spheres.

While, in general, a high standard of excellence is maintained there are some articles which impress the reader as being inferior on account of a certain "off-hand," sketchy method of treatment. One feels in reading them a lack of a penetrating insight into the subjects in question. Of such articles may be mentioned the ones on "Intellect," "Introspection," and "Invention." The discussion in each case is decidedly commonplace and unilluminating.

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Government in the United States: National, State, and Local. By JAMES W. GARNER. New York: American Book Co., 1911. Pp. 416.

This textbook presents the leading facts concerning the organization and activities of national, state, and local government in the United States, placing special emphasis upon the physiology of government, i.e., upon its workings and administration. Besides the subjects common to the majority of elementary works on government, such chapters as "Suffrage and Elections," "Political Parties and Nominating Methods," "Federal Finances, Taxation, and Money," "The Regulation of Commerce," and "Citizenship" suggest a break from the beaten paths and a reading of the work shows originality in method and scope. Fifty-six pages are devoted to local government, one

hundred pages to state governments, and the remainder to the national government, which is followed by the Articles of Confederation, the Constitution of the United States, and an index. While one might wish that local government had been more fully treated, yet these proportions seem justified by the fact that the work is intended for general use. In fact, a satisfactory account of local government can be given only by a state edition, and with this in mind the work is admirably suited to a general course in elementary government. References to general works, illustrative material, and suggestive research questions follow each chapter. These have been carefully and wisely chosen and enable the teacher and student to enlarge the scope of the subject.

It would be difficult to find another textbook bearing the mark of such high scholarship and at the same time written in such a lucid, readable style as this work by Professor Garner. It is thoroughly up to date, and deals at the same time only with the permanent features of government. This is not to say that such subjects as the initiative and referendum, the lobby, commission government of cities, and other recent accretions of doubtful permanence are omitted from discussion. These have their place under proper divisions and arguments pro and con are presented concerning them; nor is the author's well-informed opinion withheld concerning present conditions and tendencies. In the opinion of the reviewer this is the best book of its kind that has yet appeared.

A typographical error is noted on p. 298 where "present" should read "presence."

The American Republic: A Text in Civics for High Schools, Academies, and Normal Schools. By S. E. FORMAN. New York: The Century Co., 1911. Pp. 359.

This book, which is based upon the author's *Advanced Civics*, is divided into three parts. Part I may in general be said to deal with the theoretical side of government as applied to American conditions. The author believes this part will give the foundation for a course in civics. The wisdom of this in a high-school text may be doubted, since many general, sweeping statements are made which are confusing and inaccurate. For example, it is meaningless to say that "government pilots society through the sea of man's passions and cruelty and selfishness"; it is inaccurate to say that "government which receives its powers from the people is a democratic or popular government"; nor is it strictly correct to assert that the Constitution (federal) is a "creation of the people of the United States" or that "a city or a town or a county is governed by the people who reside within its borders." All these statements are taken from a single page (4). They are but partial truths, and though in later chapters they are modified, in the opinion of the reviewer it would have been better to have described the government as it actually developed in America and as it actually is at the present time and to have omitted